

REPORT OF THE SECRETARIAL TASK FORCE  
FINDINGS AND RECOMMENDATIONS  
9 July 1973

I. Introduction

Through interviews with 45 personnel GS-09 and below and a visit to the IBM Van Ness Center in Washington, the Secretarial Task Force has determined that there are many areas in which efficiency and work productivity can and should be improved in the Office of Training. Bringing about any improvements, however, will require the cooperation of both management and clerical personnel. The recommendations are not offered as cure-alls but rather as indicators of areas that should be improved if the Office of Training desires to function more effectively. We were not able to explore every aspect that we had planned because of the time factor involved in such an in-depth survey.

II. Improving Efficiency and Productivity by Implementation of Suggestions

A. Most of the clericals have ideas for making things more efficient in their office. They find that things are being done which could be streamlined or eliminated. Some are able to make suggestions and changes -- but many do not for various reasons. Typical comments have been:

"I am afraid to make suggestions because my supervisor will think I am encroaching on his territory. I never seem to find a proper time to approach my supervisor because he is always so busy. I don't have time to think about ways to improve efficiency, but I am sure things could be improved. I gave up making suggestions because my supervisor says, 'we have to do it this way, its been done this way for years.' My supervisor says, 'we'll think about that later', when I make a suggestion. I don't make suggestions because I know they would not be accepted and I would be out of place in making them. If I see something which is done that isn't necessary, I just eliminated it and no one ever knows -- if I ask about it they will never make a decision on it. The instructors have been around for years and aren't about to make any changes. My supervisor listens to my suggestions but then forgets them and doesn't follow-up."

B. The problem in some cases is that the supervisors/instructors do not know how the office functions in terms of workload or how various tasks are accomplished. Over a number of years many inefficiencies have crept in because various individuals who filled the supervisory positions wanted things done a particular way -- not necessarily the most efficient way. When the individuals changed positions and left the office his practices and policies continued. In other words, many practices performed today are simply carry-overs of a previous era. They are representative of "a way" to do a job but not necessarily the "best way."

C. When the clerical employee is unable to make suggestions that are implemented, motivation is often lost and she feels "Why should I try? If the supervisor doesn't care, why should I?" Inefficient practices thus have continued for years and much time and money is wasted on these methods. It is realized that some inefficient practices continue because they provide a form of "make work" for the employee.

Recommendations:

1. That the top management of OTR and that each supervisor/instructor take a critical look at everything that is done within their purview. That those things which are determined to be of marginal use or inefficient be eliminated or made productive.

2. That "make work" not be done to cover up inefficiencies or merely to keep a person busy. If a person is not busy doing productive work, then that person should assist someone that is busy, or serious consideration should be given to combining the job with another.

3. That the supervisors encourage and motivate each employee to make suggestions which will improve the efficiency and productivity of the office and that the supervisor follow through on these suggestions. The statement that "its always been done that way" should be eliminated and never used as a justification for a questionable procedure or technique.

4. That a suggestion program within the Office of Training be established whereby each employee may have the opportunity to make suggestions that will improve the efficiency and productivity of things that would be applicable to OTR generally or specifically. If the suggestions are implemented, the employee should receive recognition in the form of citations or monetary awards.

III. Communications

A. Some supervisors hesitate in being frank with clericals in the areas of how she is performing on-the-job and where she needs improvement. They often forget to occasionally compliment her for a job well done. The clerical employee, in turn, is sometimes afraid or hesitant to approach the supervisor on these matters. A wall builds up and the employee cannot properly function in her position to the best of her capabilities.

B. Only a small number of clericals attend staff meetings within their school or staff. About one-half of those that don't attend staff meetings are also not briefed on pertinent items. They do not see the DTR Staff Meeting Minutes or even the Weekly Reports. They receive what little information they get through the "rumor mill" circuit which is often distorted. The clericals that are not informed do not feel a part of the Office of Training. They are hampered in performing their job and often are embarrassed because they are not even informed of such things as Agency organizational changes and personnel changes within their office. The clericals that have been attending the DTR staff meeting think that this is an excellent innovation. They feel more actively a part of OTR and that they are better able to perform in their jobs because of the information received and also because of management's apparent interest in them.

Recommendations:

1. That the supervisors have periodic talks with the employees with the intention of offering constructive criticism and informing the employee on how she is doing (keeping in mind that to compliment a job well done is an effective tool in maintaining motivation).

2. That each school/staff chief establish specific time frames to conduct talks with each clerical (a minimum of at least once a year).

These talks with the supervisor and the school/staff chief can alleviate many difficulties which block the motivation of the employee. They can be of inestimable value to the employee who feels her supervisor doesn't like her, who lacks confidence in her work, or who has difficulties in adjusting to her work environment.

3. That as many as possible clerical employees attend weekly staff meetings. <sup>in the School or Staff</sup> In those cases where this is not feasible, that the clerical employee receive a briefing from their supervisor on pertinent data and/or have the opportunity to read DTR staff meeting minutes and weekly reports. Each clerical employee on a predetermined schedule (such as once a month) should be allowed to make contributions to the staff meeting.

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#### IV. Career Development and Training

A. The clericals do not know to what jobs they could logically aspire in the Office of Training or the Agency generally and what qualifications and training are required for progression to these positions. Thus, they cannot determine their career aspirations. Many have lost all aspiration and motivation because they believe that there is no opportunity for advancement. The present personnel system does not lend itself to fair competition for all job vacancies. Individuals are often "pre-selected" for positions by the supervisor. Job vacancy notices are not circulated for all vacant positions in OTR and the ones that are circulated have no established closing date. It was reported that recently there was a vacancy notice for a position and that when the employee called the Personnel Branch the day after receiving the notice she was informed that the position had already been filled. Another recent incident that received much comment was the filling of a position before anyone knew the position was being filled.

B. The clericals are often caught between their supervisor and the Personnel Branch when they state that they would like to change jobs. The supervisor does not want to lose the individual and the Personnel Branch only advises that they will be kept in mind when a vacancy occurs.

C. When a clerical comes into the Agency she is usually assigned where the immediate need is with little thought to suitability to the job. Several employees in OTR that have been on the job less than a year do not feel suited to and challenged by their jobs and would like a change and a chance to better use their capabilities. They are hesitant to ask for a change, being new on the job, because they do not want to be labeled as trouble makers.

D. There is little career counseling of the clericals by PB/TR. Typical comments by the clericals were: I talked to PB about changing jobs, but am sorry I did because it might reflect badly upon me later — that I want to change jobs. I talked to PB about six months ago about changing jobs and was advised that nothing was available now but I would be kept in mind—I've heard nothing. PB advised me that the only way to advance was to learn shorthand, but the only jobs above my grade that require shorthand are in the DTR's office and I am not interested in that type position.

#### Training

E. The clericals do not know what training they should take to improve their productivity and efficiency and what training to pursue that will prepare them for future positions. Some are told they can't be spared from the office for any training. Many are unaware that they can be sponsored by the Agency for after-hours training and the types of training they can take. ➔

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F. The clericals especially at the GS-6, GS-7 level feel a definite need for training in secretarial techniques. They state that motivation and performance on the job could be greatly improved if they were trained in areas such as human relations, communications, what the boss expects of the secretary, and similar subjects--but not subjects like how to answer the telephone and how to type a memo.

Recommendations:

That OTR develop and publish personnel policies in the following areas:

1. Meaningful career counselling on a continuing basis which should consist of:

a. interviewing each employee GS-9 and below at least once a year with regard to the individual's career aspirations, job satisfaction, and training.

b. career planning by PB/TR and the OTR Clerical Panel for each clerical including a review of the job presently being done by the clerical and recommendations for more effective utilization of the employee's skills. Reviewing the length of time each individual stays in a job with a view toward ensuring that no one remains in a job too long.

c. advising the employees what jobs they could logically aspire to and what qualifications and training are necessary. If possible, job descriptions for all positions below GS-11 should be available for employee perusal. These job descriptions should include information relative to qualifications and training required. 4

d. calling on the new employee a few weeks after assignment and again in a few months to determine through conversations with the employee and the supervisor how effectively the employee has been placed. If mis-placed, attempt to place in a more suitable position without prejudice to the employee. 6

2. A fair system for competing for job vacancies conforming to CSC regulations and guidelines. Vacancy notices should be circulated on all vacancies with a closing date for applying. Supervisors should not be allowed to preselect an individual for a position. Each applicant, or the five best qualified, should be interviewed for the position, and the selection made on the basis of all applicable factors.

3. Counselling on training courses that are applicable to the position they currently maintain or positions to which they aspire within a sound career development program including information on

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training that can be Agency-sponsored--giving encouragement for self-improvement. Establishment of a training ladder for clericals--courses to be taken for <sup>career development</sup> advancement to certain levels.) Develop plans to have personnel enrolled in these courses at regular intervals. Establish on-the-job training for progression through an internship or detailee program.

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V. Promotions

A. Generally the clericals feel that the promotion system has been fair. Some do not understand how the promotion system works and some commented that it is perhaps unfair that each supervisor looks at the time on the job before promotion differently. Some are promoted after three months on the job and some wait a year or so. Many clericals do not feel free to ask questions about promotions and supervisors often consider the subject taboo. There were some that were not told the grade of the slot by the supervisor or by PB/TR and they learned this from someone else in the office. In a few instances the clericals did not know what slot they encumber and even if there is chance for promotion in that position. These uncertainties create anxiety on the part of the clericals.

Recommendations:

1. That each clerical should be advised of the grade of the position she is being assigned to upon entering OTR by PB/TR.
2. That the Clerical Panel review each clerical after six months on a new job, then periodically until promotion and PB/TR should talk with each supervisor to ensure that the supervisor does not overlook promotion possibilities.
3. That promotion procedures be published to insure a bilateral understanding of both employee and supervisor.



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## VI Fitness Reports

Some of the clericals feel that the Fitness Reports are a popularity contest and that the rating depends on how one gets along with the boss. In some cases they are told the supervisor is one person and then another person writes the FR. There are cases of long-distance supervision; e.g., the supervisor is not a person whom the individual works for directly or with on a daily basis. The supervisor is totally removed from daily contact with the person on whom they write the FR. There are a few instances where individuals have been surprised with a poor FR without benefit of prior consultation on what was wrong.

### Recommendations:

1. That the person who actually does the supervising should also write the FR.
2. That long-distance supervision be eliminated.
3. That all OTR supervisors be reminded, perhaps through an Instruction or Notice that employees are not to be surprised with a poor FR unless they have been previously counselled on the problem.
4. That proper grievance procedures be published, i.e. whether or not the employee must sign the FR when they do not agree with it, and what steps the employee can take if they believe unfair practices are being followed.

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VII. Miscellaneous Recommendations:

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A. Supplies - Getting supplies as needed from the supply room has been a problem for everyone. Among the most recent items out of stock for more than just a few days were: government bond paper, pens, pulp bags, envelopes, and boxes. [REDACTED] has discussed this matter with [REDACTED] said that he will try to get whatever anyone needs within two days from the person's request. The clericals, however, are not aware that they should go to [REDACTED] as in the past they have been told to write their requests on the requisition board in the supply room. Perhaps a sign could be placed in the supply room that [REDACTED] should be contacted if they are unable to get needed supplies. A number of the Training Assistants spend a lot of time cleaning blackboards and vacuuming rugs and floors because of the amount of chalk dust left by standard erasers and chalk. In the past an individual was even paid overtime to perform these cleaning tasks. Clerical Training has procured dustless chalk and foam erasers which alleviate the constant clean-up problems. It is recommended that a supply of the erasers and chalk be purchased for use in all OTR classrooms.

B. OTR Orientation - Without exception those interviewed said that the Orientation was beneficial and definitely should be held for new personnel in OTR and periodically for everyone in order to update their general knowledge of the workings of each School and Staff.

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*Monday* C. Tour of [REDACTED] - Since there has not been a tour of [REDACTED] in a year, there are at present in OTR quite a few clericals who have not been and would like to go with the dual objective of better understanding the function of that activity and of meeting some of the personnel with whom they deal over the phone in carrying out their daily jobs. It is recommended that PB/TR organize such a tour as soon as possible. STATINTL

D. Addition to Form 73, Request for Internal Training - A substantial number of training assistants spend several hours before each course in locating room numbers for sending out pre-course work. The telephone book is always out of date and DDO numbers are not listed. The individual student's room number and phone number are not contained on the Form 73. It is therefore recommended that the form be revised to include a section for this information. In the meantime a Special Bulletin might be sent out asking that this information be included until the form can be revised.

E. Survey of Files - Files seem to be a problem throughout OTR. There is a duplication of files, and materials are kept which could be destroyed or retired to Records Center. The clericals readily admit that they do not have the expertise and very often the authority to deal with the problem. It is recommended that the OTR Records Management Officer perform a records survey of each office in OTR offering guidelines and recommendations as to what materials can be destroyed or retired,

procedures for retirement of records, suggestions on ways to improve the filing system and eliminating duplicate files. The records management courses were good but could not, of course, get into specifics pertinent to each office and very few clericals attended from OTR. The courses did teach the methods of performing a records survey in an office which were geared to the RMO. Incorporated as part of this survey should be an inspection of vaulted areas and recommendations for better utilization of such areas with an emphasis toward eliminating unclassified materials.

F. Overtime - Not everyone who works extra hours is paid overtime. This creates a hardship on the clericals. In many instances the clerical is not working so much as waiting for the supervisor to come back to the office or get out of a meeting. Sometimes the supervisor gives the clerical nothing to do until the end of the day. It is recommended that OTR publish specific guidelines on working hours and payment either in overtime compensation or compensatory time off for extra time spent in the office.

VIII. The Centralization of Like Tasks

A. Effective Utilization of Employee Resources

1. There is no rotation of the clericals within the schools or staffs to enable one to learn another job and to afford a change. The Training Assistants are assigned to the same courses all the time. The consensus of those interviewed was that once you learn a specific job it loses its challenge unless additional responsibilities can be assumed. There is presently little opportunity of one assuming greater responsibilities; such as, assuming some of the supportative tasks the supervisor performs on a routine basis. The only way to have a change of what one does is to actually change positions. The supervisor/instructor should look for tasks which they perform that the clericals could assume to make her job more challenging and to relieve the supervisor of the burden of routine tasks, so that he may in turn spend more time on important matters.

2. The workload of each individual depends on many factors. In the case of the Training Assistants it depends on how often the courses run, the length of the course, the amount of handout and student kit materials, the number of guest speakers, and other variables. Examination indicates that clerical workload can be defined in two terms--peaks and lulls--thus the work varies on a day to day basis. Some of the clericals help others in the office then they themselves are not busy--some do not--it is essentially up to the individual. Some would rather be busy all of the time and assist others. Then there are those that will do only the work assigned to them not caring that they don't put in a full day's work. They become lackadaisical in their jobs, having lost initiative and motivation. There is a feeling that an employee is not recognized for having done "more than her own job, so why bother?"

3. There is a tremendous waste of manpower due to the fact that total employee resources are not utilized all of the time. By the centralization of like tasks employee resources can be more efficiently managed.

B. Effective Utilization of Equipment

1. The Task Force found that every school and staff can in varying degrees make use of machinery such as the IBM MCST or the Savin. The Training Assistants, e.g., spend approximately 50 per cent of their time typing student kit materials, handouts, schedules and similar materials.

2. At present OTR has on a rental basis one MCST, two Savins, and three Savin baseplates. On order or in process of being ordered--one Savin and two Savin baseplates. Rental costs per month: MCST - \$225.00, Savin - \$122.50, Savin baseplates - \$39.20 ea. They are located as follows: one Savin, one baseplate - ISS, one Savin, two baseplates - 2E-49 Hqs., 1 MCST - SIWA. The MCST has previously been located in OTR Log., EA/Plans, and OS.

3. Effective scheduling for the optimum use of these machines is not possible without centralization. Without centralization problems that have to be resolved are as follows: How will the machines be located? When one office wants to use a machine another office may also want to use it at the same time. Who will decide who can use them at specified times? When the machines are located in areas separate from the office, it is difficult to leave the office long enough to make use of them. When the machines are used at the desk other duties interrupt the typing.

4. As far as the Task Force was able to determine, no record has been kept of the number of hours the machines have been used. At 2E-49, e.g., the Savin machine seems to be used mainly for routine typing duties--while individuals at CoC could more efficiently use the machine for material that is constantly being updated or that which is repetitive. Two Savin baseplates are located in the 2E-49 office, but one secretary is out for an extended period of time. Consequently OTR is paying the baseplate rental fee and one baseplate is not being used.

5. Centralization of these machines into a Word Processing Center where they would be utilized 100 per cent of the time would be cost effective. Without centralization these costly machines will be used little.

### C. The Word Processing Concept

1. IBM utilizes a system of centralization of the same tasks. The Task Force believes that such a system is feasible and cost effective for OTR.

2. At IBM all of the typing is done in a Word Processing Center by correspondence secretaries. They receive all material for typing via dictaphones. Seven typists serve approximately 175 managers and salesmen and occasionally do typing for up to 500. The managers and salesmen have the capability for dictating directly to machines in the Word Processing Center using their telephones. The typing is done on a first come first served basis; however, a priority system is feasible such as is used at the Bureau of Narcotics and Dangerous Drugs' Word Processing Center. Most of the typing at IBM is done in final copy but some drafts are prepared. Each correspondence secretary operates a Magnetic Card Selectric Typewriter (MCST) or a Magnetic Tape Selectric Typewriter (MTST). They are well versed in language arts. The correspondence secretaries freed from interruptions of telephone and administrative activities are able to perform their typing duties effectively.

3. Administrative secretaries function in the management and sales area at IBM. These administrative secretaries do no typing or phone answering. Their duties consist of handling the mail, filing, maintaining appointments, and other administrative type duties. An

example is that in a section at IBM there is one administrative secretary for twenty salesmen. With centralization in OTR the files would be kept centrally in each school/staff by the administrative secretary. This would allow streamlining of the filing system and eliminate the present duplication of files.

4. The correspondence and administrative secretaries at IBM are equal in salary and prestige in their jobs. The primary dividing line is that of typing versus non-typing responsibilities. The correspondence secretaries are highly trained in the use of the machinery and take pride in their work since their signature goes at the bottom of the routing sheet when a job is finished.

5. If a Word Processing Center is set up in OTR, it may prove cost effective to locate our reproduction facilities with the Center. Xeroxing is not presently a service performed by OTR Logistics. Each individual xeroxes her own material. Much time is wasted in waiting for someone to finish with the machine or in going to use the machine and having to return later because of the number of people waiting to use it. Xeroxing should be done by one person, thus eliminating wasted time. Materials are presently reproduced by whatever method the supervisor prefers. No consideration is generally given to the cost factor. By locating reproduction facilities with the Word Processing Center (WPC) the supervisor of the WPC would determine the most efficient and cost-saving reproduction method of the materials typed at the Center.

6. Although IBM can best provide consultation in setting up centralized systems, the following should be considered for a WPC.

a. Supervisors should receive training on proper dictation techniques. In fact, this was mentioned by many clericals whose shorthand capability is not being used. They feel that if the supervisor knew the proper technique for dictating they might dictate more. As much material as possible should be put onto dictaphone belts. It is realized that some material will be revisions of kit materials and student handouts and these can be typed from the basic document. Various reports that the supervisor can best think out in long hand or through a series of drafts can be dictated onto a belt by the administrative secretary if the material is difficult to read. It can then be given to the WPC for typing.

b. As much typing as possible should be sent to the WPC for effective utilization of equipment and personnel. Ideally, the majority of typing should be done in the WPC--at IBM all typing is done at the Center to maintain the Center's integrity.

c. Personnel who will work in the WPC must be adequately trained in language arts, in the use of the machines, and in machine transcription.

d. There should be a supervisor of the WPC at a grade level higher than the correspondence secretaries but not at such a level that she is not interested or knowledgeable of this type of work. She would receive all material for typing and would be responsible for setting priorities and assigning work. She would be responsible for standardizing and streamlining procedures and would keep up on latest developments in machines, equipment, supplies, and techniques.

e. Standard Operating Procedures (SOPs) should be set up for the preparation of materials. Schedules and other materials will be more efficiently produced if standardized somewhat.

f. A system of rotation can be set up whereby personnel can rotate between the WPC and other positions, such as the administrative secretary positions. This would avoid boredom and stagnation that results in having the same job for years. It might be feasible for one OTR clerical instructor to be trained completely in machine usage so that she can train those rotating into the WPC.

#### D. Telephone Answering Center

1. At IBM telephone calls for approximately 350 people are handled by a central unit of three receptionists. These receptionists have no other responsibilities. A board mounted in front of them indicates whether a person is in or out of his office. In addition, the receptionists are advised by individuals as to when they will be back in the office if they are going out for any length of time. Although the Task Force did not explore this system fully, observation left the impression that the system is very efficient. This system relieves both the correspondence and administrative secretaries from phone responsibilities so they are able to perform their jobs with a minimum of interruptions. Observation indicates that with minor changes in office operating procedures the system would be applicable to OTR. One similarity noted was that their salesmen, not dissimilar to OTR instructors, are often out of the office in the performance of their duties.

2. In OTR schools and staffs the telephones are not centralized and it is difficult to provide coverage when clericals are out. Isolated offices with a clerical workforce of one or two have problems in telephone coverage when they are out of the office. During the interviews many clericals mentioned that they receive innumerable phone calls from people who don't know what office in OTR they should call or who just need a simple question answered such as when a particular course starts. A central answering service could have at hand various information such as course dates, who handles which courses, who handles registrations, and similar information and therefore could answer many of the simple questions or connect the caller directly with the person that could answer the question.

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E. Training Assistance Center

1. As a further centralization of like tasks the Training Assistant function could be centralized. Lower graded personnel (GS-3/4) would handle, e.g., kit assembly, kit disassembly, sending out pre-course materials, procuring name plates, and miscellaneous other duties as required. Higher graded personnel (GS-8/9) would assist the instructor and perform as a course manager. The course managers would handle or assist in handling such items as: contacting guest speakers, arranging for audio/visual aids, preparation of schedules, presentation of administrative briefings, preparation of course reports. They would be able to perform duties for any course as required.

2. SOPs for each course would be required.

3. A supervisor would oversee all facets of the Center and would perform duties such as: assigning courses to the course managers and work to the kit assemblers, streamlining and standardizing procedures, keeping abreast of modern technology, training new employees, supervising the central telephone receptionists. (Note: the GS-3/4 kit assemblers could rotate with and fill in for the telephone receptionists.)

4. If the Training Assistants function does not prove to be feasible by being located in a central point, an alternate would be to have the Training Assistants<sup>16</sup> each school work as a team; each with the ability to perform the duties for any course.

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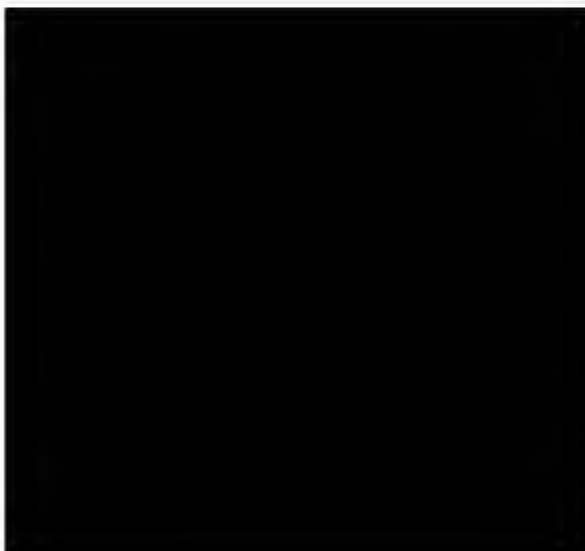
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E. Summary

1. The office today is in a state of transition because of advances in office technology. By the centralization of like tasks employee resources and advanced equipment can be efficiently and productively utilized.

2. Word Processing should not be considered as just a typing process, a typing pool, for secretaries only, or a design to reduce secretarial support. Word Processing is an approach to an important, essential, and costly operation which should be a composite of the following: qualified personnel; a systematic approach to communications; an easier, faster, and more economical way to handle all information and data; a program involving all employees including management, administrative, and secretarial; tasks grouped into functional areas for streamlining performance. Effective job streamlining is essential for each operation within the system and unimportant tasks or duplication of effort should be eliminated. A word processing secretary in either the correspondence or administrative function should have the ability to formulate improved methods and procedures for office work and construct work flow systems.



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#### COMMENTS BY SCHOOL

Without actually doing a work-time study which we did not have time to pursue, it was difficult to get a true picture of the workload of each person interviewed. Some were very frank with workload information and others were not. The following will perhaps provide some insight into this matter.

#### Support School

SUS presently has five training assistants, all GS-06 slots. Two are located in MTF, two in AT, and one in CTF. Both training assistants in MTF have a very light workload. The training assistants in AT are busier but neither have full-time jobs. The training assistant for CTF spends about 75% of her time on duties for clerical induction. If clerical orientation is separated from induction and moved to CoC, she will have little of her former responsibilities to perform. She will, however, then have the time to assume the normal training assistant duties for clerical orientation training which the instructors have heretofore been performing. A total of three training assistants for SUS should be sufficient.

#### Career Training Program

CTP presently has two secretary-steno positions--one a GS-07 slot and one a GS-06 slot, and one GS-09, Training Assistant. It appears here that each has a full-time job. A large percentage of time is spent typing and if typing were done in a Word Processing Center, the clerical staff here might be reduced to one. It should be noted that the GS-06 Secretary-Steno position is filled by a Clerk-Typist.

#### Operations School

OS has the following slots and positions: three GS-07, Secretary-Stenos; one GS-07, Training Assistant; one GS-06, Training Assistant; one GS-09, Training Assistant; and one GS-05, Clerk Typist position. The last position is vacant and has been for a considerable time.

One GS-07 Secretary-Steno serves as secretary to the C/OS. She does not have a full workload. She previously handled the guest speakers for [REDACTED]. This function is now handled by the Guest Speaker Coordinator. She performs training assistant duties for the IRRR and the IR Fam which are being transferred to [REDACTED]. With these being transferred, the job will be diminished even further in responsibilities.

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The office is extremely busy during the running of the course and then spends between course time keeping things up to date. It appears that, like other Training Assistants, they are totally busy or 100% gainfully employed only during the running of the course and shortly before and after it. Much work seems to be done because "someone might want it, not because someone wants it now."

Executive Assistant

The GS-5 position (Accounting Clerk) in the Budget Office does not carry a full work load nor does the GS-6 (Clerk-steno) position in EA/P. No determination has made about the workload of the other positions.

Language School

Here it was difficult to ascertain workload. They all indicated that they were busy. The Library positions appear to be extremely busy and possibly they could use assistance.

Instructional Support Staff

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██████████ position (GS-5, clerk typist) consists mainly of xeroxing a fantastical number of announcements of external courses and mailing these to various parts of the Agency. They have tried to get additional copies of the announcements from the sender agencies but this has not been possible. There should be a more efficient method of distributing these announcements within the Agency. Perhaps a training bulletin board could be located in each Agency building.

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██████████ position (GS-5, clerk-steno) consists mainly of typing--75 - 80 % of her time is spent typing. (Note: this typing could be done centrally.)

STATINTL

██████████ indicated that he could assume additional responsibilities. He is in a GS-9 Training Assistant position.

STATINTL

██████████ (GS-5, clerk typist) appears to have a very light work load. She sometimes performs typing duties for others in ISS.

No determination has made of the workload of the other positions in ISS.

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EYES ONLY

LYIS UNIT

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Centralization of Library Services

1. The holdings of the various libraries and library materials in OTR should be centralized, thus effecting a reduction in personnel and providing better service to the "customer." In addition to the OTR Library, the Language School Library, and the Operations School Library -- SIWA, SUS, Senior Seminar, and Clerical Training also have materials. The Audio Aids branch also provides a loan service on films. There are those that maintain "individual libraries" in their offices because of convenience and the central concept when the OTR Library was set up is not being maintained.

2. The holdings, except for Language School, are not being used to the extent that they should be. The Operations School Library is rarely used and most of the materials are outdated. Personnel do not know which library to go to for what they want.

3. Five clerical personnel work in the libraries and one in Audio Aids performs a similar service. Slotting is as follows: OTR Library 1 GS-09 and 1 GS-05; Language School Library 1 GS-07 and 1 GS-05; Operations School Library 1 GS-09. The Language School Library is the busiest, handling the most customers and has lower graded personnel than the others. With centralization, the number of personnel could certainly be reduced.

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EYES ONLY

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NAME:

[REDACTED]

STATINTL

OFFICE: Support School

CAREER ASPIRATIONS: Susan aspires to be in a more active position which will provide her with an avenue through which to gain a broader and better understanding of the Agency. Primarily she wants to make use of her skills so that she does not forget them.

TRAINING  
DESIRED:

The training she would like isn't related to her present position. She would like to study a language (maybe Swedish) with an eye toward an overseas assignment when she is 21. She is interested in training in the realm of Communications, Human Relations, Management, etc.

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EYES ONLY

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**EYES ONLY**

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NAME: [REDACTED]

STATINTL

OFFICE: Support School

CAREER ASPIRATIONS: Cheryl indicated an interest in remaining within the Office of Training for at least several more years. She said that she feels this Office offers a good overview of the entire Agency. However, Cheryl likes accounting, which is the primary reason why she wanted to work in OF. She doesn't know what OTR has to offer in terms of finance-oriented jobs (e.g. ISS, or B&F) but would be interested if one came along. Another of her career aspirations is to eventually work in an OP environment - perhaps advising new EOD's.

TRAINING  
DESIRED:

Cheryl was reluctant to offer any suggestions in areas where she might be trained - her reason being that she doesn't know where she will work next, and what courses would benefit her the most. Apparently, she wanted to take a CSC course and was turned down which "turned her off" to asking for further sponsorship. However, she did comment that she thought every admin-type should have some training on either the Savin or the MCST machines. She would be interested in attending any kind of training in the Communications or Human Relations category.

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**EYES ONLY**

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EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: Support School

CAREER ASPIRATIONS: Dottie would like to stay within the Office of Training, but not necessarily within the Support School. She has only been in OTR about a year and does not claim to have a feel for what the other Schools and Staffs are doing or have to offer in terms of secretarial jobs. One of the primary reasons Dottie offered as to why she has considered seeking another position in OTR, is that in Support School as it is currently structured, the number of training assistants outweigh by far the actual workload. Dottie, however, enjoys being a secretary/training assistant and wants to continue along these lines.

TRAINING  
DESIRED:

Dottie attended the 1-day OTR Orientation course, but has not participated in any other courses. External training or after-hours training is not desired because she has a young son to care for. Dottie is interested, if possible, in attending the ADP Orientation, the CSC English course, and in learning how to operate either the Savin or the MCST machine if she were put in a job which required this knowledge.

EYES ONLY

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EYES ONLY

NAME: [REDACTED]

STATINTL

OFFICE: Career Training Program

CAREER ASPIRATIONS: Tina's future career aspirations are related to personnel work, such as an appointment clerk (jobs like this one are in CSB/OP). As a more immediate position move, she is interested in rotating into the CTP/Personnel slot if it becomes available. Tina apparently doesn't feel that she has been in her current job too long, but is not adverse to change.

TRAINING  
DESIRED:

Tina has not attended any training, either internally or externally, except for the 1-day OTR Orientation. She is interested in personnel/human relations types of training.

EYES ONLY

July 1973



EYES ONLY

NAME:

[REDACTED]

STATINTL

OFFICE: Support School

CAREER ASPIRATIONS: Sarah feels that her present job is not challenging. She stated that there is not much work to do in the course of a work day and that she would definitely like a change. She claims that she does not know enough about other secretarial jobs within the Office of Training to be able to indicate a preference. If there were an opportunity for a job at [REDACTED] she might be interested.

STATINTL

TRAINING  
DESIRED:

Sarah has attended the Administrative Procedures Course, Field Administration, Trends and Highlights, and the OTR Orientation. She is interested in attending the Records Management Courses if continued.

EYES ONLY

**EYES ONLY**

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NAME: [REDACTED]

STATINTL

OFFICE: Logistics Branch/OTR

CAREER ASPIRATIONS: James immediate career aspirations are to progress within his current office. His future job aspirations are to move into the audio/visual section of OTR, or work as an "apprentice" in the art shop. He wants to remain in OTR.

TRAINING  
DESIRED:

James is more than willing to take any training that would prepare him to move into another type of job than is currently available to him in his present position. As soon as he can determine where his future career possibilities are, he intends to take after-hours training to gain whatever additional knowledge will be essential to qualify him for advancement within the Office of Training.

**EYES ONLY**

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EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: Logistics Branch/OTR

CAREER ASPIRATIONS: Jerry would very much like to move out of his present position into a slot that would afford him more job satisfaction and an opportunity for advancement. He is willing to take a position at [REDACTED] or to try his hand at any other job that is offered to him. His current job is not challenging and does not provide him any avenues for the improvement of his career status.

STATINTL

TRAINING  
DESIRED:

Jerry is willing to take any necessary training to better equip him to handle another position.

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EYES ONLY

~~TOP SECRET~~  
~~EYES ONLY~~

STATINTL

NAME: [REDACTED]

OFFICE: Personnel Branch/OTR

CAREER ASPIRATIONS: Sandy would like to progress to positions other than secretarial, such as a personnel assistant.

TRAINING  
DESIRED:

Sandy attended the OTR Orientation. She has inquired about courses given by the Office of Personnel - in personnel procedures and this is being pursued. She is also interested in external courses in sociology and psychology.

EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: Logistics Branch/OTR

CAREER ASPIRATIONS: Sam desires only to continue in his present job with the hope that it would be upgraded to a GS-07.

TRAINING  
DESIRED:

None taken and none desired.

EYES ONLY

NAME: [REDACTED]

STATINTL

OFFICE: Operations School

CAREER ASPIRATIONS: Cheryl has already talked to PB/TR about changing to a new position with more advancement potential. She said that her current job is not challenging. She plans to continue working and likes working in the Office of Training. Her interests are mainly in secretarial and training assistant type work.

TRAINING  
DESIRED:

Cheryl took an external shorthand course and passed the CSC test but she was unable to pass the Agency's qualification test. She is thinking about attending another shorthand course or would like to attend the Clerical Training Faculty's in-house refresher course in shorthand. She would also like to attend the Trends and Highlights course.

EYES ONLY

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EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: Operations School

CAREER ASPIRATIONS: Jerri passed the Agency shorthand test in November 1972. She has been told that she is now the Secretary-Steno, GS-07, position in the office. She would, therefore, like to remain at present where she is since she feels there is opportunity for promotion. Jerri says that she is interested in secretarial or administrative work rather than strictly training assistant duties.

TRAINING  
DESIRED:

Jerri took the Speed Reading course internally. She would like to attend the Trends and Highlights course and the Secretarial Techniques course given by CSC.

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EYES ONLY

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EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: Operations School

CAREER ASPIRATIONS: Pat is not certain what jobs she could logically aspire to within the Office of Training. She is interested in continuing in the secretarial field or getting into a Personnel job where she could do research.

TRAINING  
DESIRED:

Pat has attended the Operations Support, Field Finance and Logistics, IRRR, and shorthand refresher courses. She was also sponsored for English Composition by the Agency. She would like to attend the Trends and Highlights course, CIA Today and Tomorrow, Basic Country Survey of USSR, and a course in Effective Listening. If the grade limitations are removed from the Office Management Seminar, she would like to participate in it.

EYES ONLY  
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EYES ONLY

NAME: [REDACTED]

STATINTL

OFFICE: Language School

CAREER ASPIRATIONS: Karen is interested in an administrative assistant job, but she doesn't know what is available along this line in the Office of Training.

TRAINING  
DESIRED:

Internally, Karen attended the Introduction to Intelligence and the OTR Orientation course. Externally, she was sponsored for English Composition.

Karen would like to participate in the Trends and Highlights course, Records Management, CIA Today and Tomorrow, and the Office Management Course (if the grade restrictions were lowered).

EYES ONLY

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EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: Language School

CAREER ASPIRATIONS: Sherry does not have any specific career aspirations. She is contented where she is and after she has been in her present position for two years or more she would desire a rotation, probably within Language School as a training assistant or some other secretarial-oriented position.

TRAINING  
DESIRED:

Sherry was sponsored to attend an Adult Education course in shorthand. She did not like the course. She is very interested in trying Steno-type if the Agency will sponsor her for it. Her reasoning in trying Steno-type is that she likes to type and therefore could probably grasp that form of note taking easier than the Gregg method of shorthand.

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EYES ONLY

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EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: Language School

CAREER ASPIRATIONS: Mary Ann is very happy in her present position. She feels fortunate to have obtained a GS-07 since she never passed either her typing or shorthand testing. She would like to remain where she is.

TRAINING  
DESIRED:

Mary Ann has attended Administrative Procedures, ADP Orientation, Records Management, and would like to attend the Trends and Highlights course. She is thinking about returning to take some refresher training in either typing or shorthand but has not decided whether they will actually benefit her in her future career within the Agency.

EYES ONLY

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EYES ONLY

NAME: [REDACTED]

STATINTL

OFFICE: Language School

CAREER ASPIRATIONS: Kitty likes her job in Language School. She has just recently been assigned a new position so she has no desire to move at the present time. Her "career aspirations" entail staying within OTR and working over a period of time in different training assistant jobs in various schools. Kitty did not pass either the Agency typing or shorthand testing.

TRAINING  
DESIRED:

Kitty was trained in the operation of the MCST machine and would like additional training on the Savin machine. She would like to take refresher courses in typing and shorthand in the hope of passing the qualifications testing.

EYES ONLY

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EYES ONLY

NAME:

[REDACTED]

STATINTL

OFFICE: Career Training Program

CAREER ASPIRATIONS: Karen does not feel that she has been in her present job too long in terms of time but would be interested in a change if an opportunity became available. She would be interested in an assignment at [REDACTED] Karen indicated an interest in trying her hand at some type of art or graphic work. She has previously done some of this (making charts) when she worked in the Office of Personnel. Karen wonders if there is a trainee-type position available either in the Office of Training or elsewhere in the Agency in this particular field. She says she would be willing to begin by doing even the routine tasks involved in art work.

STATINTL

TRAINING  
DESIRED:

Karen has not taken any internal training courses. She did take shorthand externally but did not pass the Agency test. Additionally, she participated in the one-day OTR Orientation course.

EYES ONLY

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EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: Executive Assistant/OTR

CAREER ASPIRATIONS: Janet likes secretarial work and she likes her present position. Janet plans to stay within the Office of Training and would like to either obtain one additional grade in her present position or to move into a slot which would offer her some "head room" for promotion.

TRAINING  
DESIRED:

Janet has not attended any external or internal training. She would like to attend the Office Management Seminar, but cannot, due to the present grade limitations set on that course.

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EYES ONLY

EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: School of Intelligence and World Affairs

CAREER ASPIRATIONS: Alice likes secretarial work and is contented in her present assignment. However, Her "career aspirations" appear to be to advance into a position that would afford her the opportunity to be promoted to a GS-07.

TRAINING  
DESIRED:

Alice is interested in training that is job-related i.e, subjects which deal with secretarial science. Additionally, she would like to participate in an internal training course on computer basics (perhaps the ADP Orientation).

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EYES ONLY

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EYES ONLY

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NAME:

[REDACTED]

STATINTL

OFFICE: Instructional Support Staff

CAREER ASPIRATIONS: Elaine finds her present position challenging and wishes to remain where she is.

TRAINING  
DESIRED:

Elaine attended the 1-day OTR Orientation course.

She is not aware of any OTR courses that she would like to take, but says that if an OTR internal training course were developed that was relevant to her job she would be interested in attending.



EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: School of Intelligence and World Affairs

CAREER ASPIRATIONS: Donna indicated a career interest in the budget and finance field or in library and research work. While she admits that she likes training assistant work, she is currently engaged as a "helper" in SIWA and does not have the responsibility for any specific course. As a matter of fact, she is a GS-07 whose main job consists of assisting two GS-06s who have been assigned the administration of specific courses. She would definitely be interested in a more responsible and challenging position.

TRAINING  
DESIRED:

Donna has attended the Trends and Highlights Course and the 1-day OTR Orientation course.

She does not know what training she needs to prepare herself for entrance and advancement in the fields listed above. Donna is interested in advancement, however, and appears willing to take whatever training is necessary to prepare herself for a better position.

EYES ONLY

STATINTL

NAME: [REDACTED]

OFFICE: B&F/OTR

CAREER ASPIRATIONS: Connie wants to remain where she is. She has passed the Agency qualifications testing in both typing and shorthand. Connie admittedly has lost her typing and shorthand ability in her present position but likes accounting and finance-oriented work and is, therefore, not interested in refreshing her clerical skills knowledge.

TRAINING  
DESIRED:

Connie is not interested in attending any internal training courses. She has not attended either any internal or external courses since she came on-board and says that she really is not interested in going to any since she doesn't know if she will remain in this area.

EYES ONLY

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EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: EA/Plans

CAREER ASPIRATIONS: Karen is interested in the GS-08 job as secretary to the Deputy Director of Training. Her other career interest is in the personnel field -- a job such as the one Martha [REDACTED] holds in PB/TR. Karen would like a job change because she feels that she has become stagnate in her present assignment.

STATINTL

TRAINING  
DESIRED:

Karen has attended the Records Management courses in filing and records disposition. In addition, she has also attended the 1-day OTR Orientation course. Karen also received Agency sponsorship to attend a writing course after-hours.

She is interested in going to the Office Management Seminar if the present grade requirements are lowered. On an external basis, she would like to be sponsored for an English course.

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EYES ONLY

EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: Instructional Support Staff

CAREER ASPIRATIONS: Kathy finds her current job challenging, primarily because it is an active position which affords her the opportunity to work within a field that she likes namely, finance. She is not interested in being a Training Assistant and prefers to remain in the type of job that she now has. In terms of future career planning, she aspires to hold a position similar to that which [REDACTED] now maintain.

STATINTL

TRAINING  
DESIRED:

Kathy has attended the Administrative Procedures Course internally. She was also sponsored for Accounting I and II on an external basis. She is interested in the Agency off-campus program under study and perhaps will take a course if something suitable becomes available. Kathy is also interested in attending the Trends and Highlights Course.

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EYES ONLY

EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: Instructional Support Staff

CAREER ASPIRATIONS: Ann would like to move eventually into a position such as training assistant which would allow her to work with the courses conducted within the Office of Training. Her long term goal is to teach -perhaps on the Clerical Training Faculty. She would like to work with an instructor on developing and carrying out a training program.

TRAINING  
DESIRED:

Initially, Ann desires some internal training: ADP Orientation, Trends and Highlights. She has been trained externally on the MCST and is now in the process of learning the Savin machine. She also desires external training at a later date when it is clearer to her in what direction she is moving and what courses would therefore benefit her the most in her future career. Ann has never taken shorthand training. If she feels that she will need this skill in order to teach within OTR, then she is willing to go after-hours and study it.

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EYES ONLY

EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: Instructional Support Staff

CAREER ASPIRATIONS: Mary Jo wants to remain in the secretarial/admin. ass't. field with a possibility for advancement.

TRAINING  
DESIRED:

She feels that she does not need any additional training in the secretarial science field but would be interested in attending the Trends and Highlights - if it were given locally - and perhaps the CIA Today and Tomorrow course.

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NAME: [REDACTED]

STATINTL

OFFICE: Instructional Support Staff

CAREER ASPIRATIONS: Phil finds his present job challenging. He does not feel that he has been in the job too long or that he needs a change. His aspirations are to someday be a Training Officer, but he doesn't know what training he would need or how he can progress to that level. He does feel that he could assume more responsibility in his present job.

TRAINING  
DESIRED:

Phil has attended the following OTR Internal training courses: Writing Workshop, Trends and Highlights, Budget Process. His External training incorporates only the Training Cost Model held at CSC. He is interested in attending a course in the after-hours program now under study if a pertinent course develops that would be of use to him in his present position. As for additional internal training, he wants to attend Fundamentals of Supervision and Management, ADP Orientation, and something on microfilming.

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EYES ONLY

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NAME:



STATINTL

OFFICE: Personnel Branch/OTR (presently detailed to CTP)

CAREER ASPIRATIONS: Bev is interested in advancement in the following areas:  
personnel work, clerical instructor position, admin/ass't.  
(similar to the CTP job), or working in the Senior Seminar.

TRAINING  
DESIRED:

Bev has attended the Trends and Highlights Course, Records Management courses (files and records disposition), and the 1-day OTR Orientation. She would like to attend the Office Management Seminar or something similar; a speed reading course; and anything else that would prepare her for advancement to other jobs.

EYES ONLY

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EYES ONLY

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NAME:

[REDACTED]

STATINTL

OFFICE: EA/Plans

CAREER ASPIRATIONS: Micki would like "to rotate within the Office of Training as a secretary." She likes and enjoys secretarial work and has passed the Agency qualifications test in both typing and shorthand.

TRAINING  
DESIRED:

Micki attended the 1-day OTR Orientation course and she would like to take Spanish in the after-hours language program. Micki also was trained on the MCST machine.

EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: Instructional Support Staff

CAREER ASPIRATIONS: Naomi doesn't feel that her job is challenging. She wants to be more of a secretary than she is now. She feels she has been in the job too long and needs a change.

TRAINING  
DESIRED:

Naomi has been sponsored for grammar and punctuation and English usage training externally. She has also been sponsored for Shorthand training which will last until next January. She has had no internal OTR courses. She would like to attend some kind of a typing refresher course because even though she qualified as a typist when she came in, she doesn't do typing and has lost her speed. She would be happy to take this training either during or after work hours.

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EYES ONLY

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STATINTL

NAME:

OFFICE: ISS/Audio Aids

CAREER ASPIRATIONS: Renee is interested in more of a secretarial-type position than she now currently holds. She would especially prefer to work in the District.

TRAINING  
DESIRED:

Renee attended the OTR Orientation course which was beneficial. She attended college part-time before entering the Agency and is somewhere between her sophomore and junior year. Renee is interested in continuing her college studies and has had her transcripts sent to a local college. She is thinking about taking shorthand but is not sure if it is really essential to her secretarial career.

EYES ONLY

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EYES ONLY

STATINTL

NAME:

[REDACTED]

OFFICE: Senior Seminar

CAREER ASPIRATIONS: Eldora is interested in an overseas assignment, perhaps Africa, or wherever she could be of use to the Agency.

However, she does like her present job and does not feel that an immediate change is needed.

TRAINING  
DESIRED:

Eldora has attended the Trends and Highlights course and wishes to participate in the Ops Support [in light of an overseas assignment], CIA Today and Tomorrow, and a course similar to the Office Management Seminar if one is offered to GS-07s.

EYES ONLY

EYES ONLY

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STATINTL

NAME: [REDACTED]

OFFICE: School of Intelligence and World Affairs

CAREER ASPIRATIONS: Sandy would like to handle briefing work exclusively because she apparently finds such work stimulating and satisfying. She feels that she has been in her present job too long and that a change is needed. She would be interested in a job at [REDACTED] but not right now due to family considerations. Sandy would like, she feels, working in the instructor training realm i.e, visual/audio aids - if such a position were to become available in the future.

STATINTL

TRAINING  
DESIRED:

Sandy has not had any internal or external training. She is interested in taking speedwriting. She asked to be sponsored after-hours in such a course and was turned down.

EYES ONLY

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EYES ONLY

NAME: [REDACTED]

STATINTL

OFFICE: Senior Seminar

CAREER ASPIRATIONS: Cathy is interested in eventually teaching shorthand in Clerical Training.

TRAINING  
DESIRED:

Cathy has taken only the 1-day OTR Orientation course. She attended a two-year business college and is interested in taking any additional training that would help her to develop lecture and presentation techniques in order that she might, after she becomes more aware of the Agency as a whole, qualify to teach Shorthand on the Clerical Training Staff.

EYES ONLY

July 1973

EYES ONLY

STATINTL

NAME: [REDACTED]

OFFICE: School of Intelligence and World Affairs

CAREER ASPIRATIONS: Barbara recently took the PETB. The results were that she is best suited to the type of work that she is currently doing. She likes her present job and does not want to change. Barb especially enjoys typing and says that she is not interested in advancing to a job with promotion possibilities.

TRAINING  
DESIRED:

Barbara has attended the Administrative Procedures and Trends and Highlights courses and the 1-day OTR Orientation. She does not know what other training courses she would like to attend.

EYES ONLY

July 1973

NAME: [REDACTED]

STATINTL

OFFICE: ISS/OTR Library

CAREER ASPIRATIONS: Doris wants to remain in Library work. She would like to become more proficient in certain aspects, for example, acquisition procedures and reference work techniques. She does not feel that she has been in her job too long or that a change is needed. This is her first job which encompasses all the aspects of library operations so it is challenging for her.

TRAINING  
DESIRED:

Doris has taken the FSM, SS/T&H, and the 1-day OTR Orientation. She has been sponsored for one course [Philosophy] at American University. She wants to take additional courses at American University, and intends to seek Agency sponsorship for these. She wonders if it would be possible to have someone come in and conduct Library courses in-house. She mentioned that NIH, for example, had outside instructors set up a library course for their librarians.



NAME: [REDACTED]

STATINTL

OFFICE: School of Intelligence and World Affairs

STATINTL

CAREER ASPIRATIONS: Millie's career aspirations lie in finance work. She has previously been involved in this field in past jobs at [REDACTED] and other offices and would like to return to it. She feels that finance holds one of her strongest career potentials and she feels a tremendous sense of accomplishment in performing in that particular area.

TRAINING  
DESIRED:

The only training that Millie has had during the past ten years is the OTR Orientation Course.

She is interested in any type of training that might broaden her career horizons.

**EYES ONLY**

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NAME:

[REDACTED]

STATINTL

OFFICE: ISS/OTR Library

CAREER ASPIRATIONS: Peggy really wants to go overseas but she is not yet 21. Also, her husband is still in college, and has about two more years to go. He may join CIA so that they can both go overseas. She would like to work overseas but realizes that her present job in Library work (even though she likes it now) will hardly be helpful.

STATINTL

TRAINING

: [REDACTED] would be interested in Agency-sponsored training either during or after hours but the after hours would depend on conflict with her own college courses at night. Peggy is pursuing a degree.

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**EYES ONLY**

July 1973

EYES ONLY

NAME:

[REDACTED]

STATINTL

OFFICE: Operations School Library

CAREER ASPIRATIONS: Mary has just recently been placed in this position, and has no career aspirations at the moment.

TRAINING  
DESIRED:

Mary would like to attend the CIA Today and Tomorrow course in the future.

EYES ONLY

July 1973

NAME: [REDACTED]

STATINTL

OFFICE: Language School Library

CAREER ASPIRATIONS: June's career aspirations are to continue in her present job. She is not interested in returning to strictly secretarial-type work.

TRAINING  
DESIRED:

June did not indicate any courses that she would like to attend.

EYES ONLY

NAME: [REDACTED]

STATINTL

OFFICE: Language School Library

CAREER ASPIRATIONS: Susie wants very much to try for a position as a language instructor in Spanish. She would prefer this type of work over the Library or secretarial-oriented work in general.

TRAINING  
DESIRED:

Susie has had no courses except the OTR Orientation. She would like to take instructor training to tie in with her career aspirations above. [Note: Susie has a BA]

EYES ONLY

July 1973

EYES ONLY

STATINTL

NAME

:

[REDACTED]

OFFICE

:

School of Intelligence and World Affairs

CAREER ASPIRATIONS:

Mely enjoys working and is quite contented in her present position with the MEDC. She spends the bulk of her time typing schedules, rosters, student materials, and any and all other correspondence which relates to the Midcareer. Mely thrives on her daily communications with those individuals that she must deal with in order to carry out the administrative functions of the MEDC. All in all, her career aspirations appear to be at their height in what she is currently doing.

TRAINING  
DESIRED

:

Mely indicated an interest in taking an internal training course on the "basics" of computers - perhaps the ADP Orientation Course. She would also be interested in obtaining some training on the operation of the Savin or the MCST machine.

EYES ONLY

July 1973

EYES ONLY

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NAME: [REDACTED]

STATINTL

OFFICE: Operations School/ALT

CAREER ASPIRATIONS:

STATINTL

Bonnie feels that she has been in her present job too long and would like a change. She is interested in an assignment at [REDACTED] or overseas. Previously she tried for both of these but was turned down due to her responsibilities to her daughter. As to future assignments, Bonnie is interested in two different alternatives: 1) she would like a position as an instructor in CTF or 2) she would like to be moved into a Reports Officer slot. The latter would obviously require that she go into the DDO and Bonnie would actually prefer to remain in the Office of Training, if there is a chance for advancement.

TRAINING  
DESIRED:

Bonnie is interested in attending the Reading Improvement course, Trends and Highlights, FSM, and Office Management Seminar (if grade limitations are lifted).

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EYES ONLY

|   |                  |              |                |        |   |
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| UNCLASSIFIED  |                  | CONFIDENTIAL |                | SECRET |   |
| <b>OFFICIAL ROUTING SLIP</b>  |                  |              |                |        |   |
| TO  | NAME AND ADDRESS | DATE         | INITIALS       |        |   |
| 1   |                  |              |                |        |   |
| 2   |                  |              |                |        |   |
| 3   |                  |              |                |        |   |
| 4   |                  |              |                |        |   |
| 5   |                  |              |                |        |   |
| 6   |                  |              |                |        |   |
|   | ACTION           | DIRECT REPLY | PREPARE REPLY  |        |   |
|   | APPROVAL         | DISPATCH     | RECOMMENDATION |        |   |
|   | COMMENT          | FILE         | RETURN         |        |   |
|   | CONCURRENCE      | INFORMATION  | SIGNATURE      |        |   |
| <b>Remarks:</b><br><div style="display: flex; align-items: flex-start;"> <div style="background-color: black; width: 100px; height: 40px; margin-right: 10px;"></div> <div> <p><i>Here's the report of Carol task force. Please take a look &amp; have Martha do the same. Then let's all 3 discuss it.</i></p> <p style="font-size: 1.5em; margin-top: 10px;"><i>WHS</i></p> </div> </div> |                  |              |                |        |   |
| <b>FOLD HERE TO RETURN TO SENDER</b>  |                  |              |                |        |   |
| FROM: NAME, ADDRESS AND PHONE NO.   |                  |              |                |        | DATE  |
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